

VISIT...

LANZAROTE
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MATERIALS

Game cards;
Game board;
Markers

Sound Discrimination: Final Sounds



5–8 minutes

Say the words *grasp* and *wisp* and tell the child that the words end with the same sound: /sp/ (sounds, not letter names). Explain that the two sounds /s/ and /p/ at the end blend together to make the sound /sp/. Have the child repeat the words and the final sound.

Say the following words: *damp/cart/shrimp*. Have the child repeat the words and tell you which two words end with the same sound and what that sound is. Then repeat the steps with the following words, one group at a time: *both/them/math* (/th/); *ring/strong/black* (/ng/); *ship/shop/shut* (/p/); *best/long/cost* (/st/); *deer/four/leaf* (/t/).

Tell the child that you are going to say a group of words. Have the child give a thumbs-up sign every time he/she hears a word that ends with /v/: *move, stove, view, weave, round, kick, drive, jade, pave*.

Repeat with the following group of words, having the child listen for words that end with /nd/: *chat, hand, send, wear, band, most, toss, pond, sand, bridge, bend*.

Name each picture with the child: *bench, fish, bath, hive, nose, lips, quarter, ring, ship, shelf, ski, teeth, toast, wrench, wave, whale*. Shuffle the cards and stack them face down. Have the child draw a card, name the picture, identify the ending sound, and name a word that ends with the same sound. For example, the child might suggest *me* as a word that ends with the same sound as *ski* (/ē/) or *rest* as a word that ends like *toast* (/st/). If the child is correct, he/she can move one rung up the ladder. If incorrect, the child cannot move. If the child has difficulty identifying the picture or the final sound, tell him/her. Have the child place the card at the bottom of the stack. It is now your turn.

Blend Phonemes



2–3 minutes

Tell the child that you are going to say a word slowly by stretching out the sounds: /crrraaaffft/. Then tell the child you are going to blend the sounds together to say the word: *craft*. Repeat one more time, having the child listen carefully.

Tell the child you will say the sounds of some words and that you want him/her to blend them together to say the word.

tutor: /shhhuut/; **child:** *shut*

tutor: /chuurrnnn/; **child:** *churn*

tutor: /sssstrrrrēēēmmm/; **child:** *stream*

tutor: /pllllāāāt/; **child:** *plate*

tutor: /chōōōzzz/; **child:** *chose*

MATERIALS

Segment Onset and Rime



2–3 minutes

Tell the child that you are going to split a word into its first sound and its rime. Then say: *slice*: /sl/...*ice*. Repeat the word and have the child say the onset and rime: *slice*: /sl/...*ice*.

Say the following words, one at a time, and have the child segment each into its initial sound and the rest of the word.

tutor: *damp*; **child:** /d/...*amp*

tutor: *champ*; **child:** /ch/...*amp*

tutor: *bell*; **child:** /b/...*ell*

tutor: *shell*; **child:** /sh/...*ell*

tutor: *mop*; **child:** /m/...*op*

tutor: *stop*; **child:** /st/...*op*

tutor: *side*; **child:** /s/...*ide*

tutor: *bride*; **child:** /br/...*ide*

Segment Syllables



2–3 minutes

Say the word *families*. Tell the child that you can segment the word into its syllables: *fam...il...ies*. Have the child repeat the word and then say the syllables.

Say the following words one at a time. Have the child repeat the words and say the syllables.

tutor: *excited*; **child:** *excited*: *ex...cit...ed*

tutor: *everyone*; **child:** *everyone*: *eve...ry...one*

tutor: *untidy*; **child:** *untidy*: *un...ti...dy*

tutor: *healthy*; **child:** *healthy*: *heal...thy*

tutor: *frequently*; **child:** *frequently*: *fre...quent...ly*

Optional Listening Activity

Read the book *Albert the Angry Alligator* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with the /a/ sound such as *alligator*, or words that have the /a/ sound in the middle such as *had*. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask, *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? What was wrong with Albert? How did the animals help Albert?*

Read-aloud
book



